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**THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP
EDUCATION AND ENTREPRENEURIAL
COMPETENCIES AMONG STUDENTS IN UNIVERSITI
UTARA MALAYSIA**



**MASTER OF SCIENCE (MANAGEMENT)
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**THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION AND
ENTREPRENEURIAL COMPETENCIES AMONG STUDENTS IN UNIVERSITI
UTARA MALAYSIA**



UUM

By

NURUL NADIA BINTI MOHD NAZARI

**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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in Partial Fulfilment of the Requirement for the Master of Sciences (Management)**



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ABSTRACT

Even though entrepreneurship education has been offered and recognized widely, there is still issues arise for the students' level of entrepreneurial competencies. The entrepreneurial competencies among graduates are still questionable and largely unexplained. Therefore, based from a sample size of 118 students of Bachelor of Entrepreneurship (Hons.), Universiti Utara Malaysia (UUM) Sintok, this research paper is conducted to determine whether the entrepreneurship education dimension that consists of teaching methods, contents of study, infrastructure facilities and resources, and quality of lecturers has an effect on students' entrepreneurial competencies. This study uses correlation and regression analysis to analyse data. Based on the correlation analysis, it was found that there is significant correlation between the predictor variables (teaching methods, contents of study, infrastructure facilities and resources, and quality of lecturers) and students' entrepreneurial competencies. For regression analysis, two variables which are teaching methods and infrastructure facilities and resources have significant relationship with students' entrepreneurial competencies. Contradict to prediction, the other two variables which are contents of study and quality of lecturers have insignificant relationship with students' entrepreneurial competencies. The findings of this study have implication for both theory and practice. The Human Capital Theory is used and supported in this study. Higher educational institutions and lecturers should provide more comprehensive entrepreneurship education for the students by improving and maintaining the infrastructure facilities and resources, and apply more creative and innovative teaching methods for entrepreneurship education in order to enhanced the students' entrepreneurial competencies.

Keywords: entrepreneurial competencies, teaching methods, contents of study, infrastructure facilities and resources, quality of lecturers

ABSTRAK

Walaupun pendidikan keusahawanan telah ditawarkan dan diiktiraf secara meluas, masih terdapat isu yang timbul berkaitan dengan tahap kompetensi keusahawanan pelajar. Kompetensi keusahawanan dalam kalangan siswazah masih dipersoalkan dan sebahagian besarnya tidak dapat dijelaskan. Oleh itu, berdasarkan ukuran sampel sebanyak 118 pelajar Sarjana Muda Keusahawanan (Kepujian), Universiti Utara Malaysia (UUM) Sintok, kajian ini dijalankan bagi menentukan sama ada dimensi pendidikan keusahawanan yang terdiri daripada kaedah pengajaran, kandungan kajian, kemudahan infrastruktur dan sumber, dan kualiti pensyarah mempunyai kesan ke atas kompetensi keusahawanan pelajar. Kajian ini menggunakan analisis korelasi dan regresi untuk menganalisis data. Berdasarkan analisis korelasi, penemuan mendapati terdapat korelasi yang signifikan antara pemboleh ubah ramalan (kaedah pengajaran, kandungan kajian, kemudahan infrastruktur dan sumber, dan kualiti pensyarah) dan kompetensi keusahawanan pelajar. Untuk analisis regresi, dua pemboleh ubah iaitu kaedah pengajaran dan kemudahan infrastruktur dan sumber, mempunyai hubungan yang signifikan dengan kompetensi keusahawanan pelajar. Namun, bercanggah dengan ramalan, dua pemboleh ubah yang lain iaitu kandungan kajian dan kualiti pensyarah mempunyai hubungan yang tidak signifikan dengan kompetensi keusahawanan pelajar. Penemuan kajian ini mempunyai implikasi untuk kedua-dua teori dan amali. Teori Modal Insan digunakan dan disokong dalam kajian ini. Institusi pendidikan tinggi dan pensyarah harus menyediakan pendidikan keusahawanan yang lebih komprehensif untuk para pelajar dengan memperbaiki dan memelihara kemudahan infrastruktur dan sumber, dan juga menggunakan kaedah pengajaran yang lebih kreatif dan inovatif dalam pendidikan keusahawanan bagi meningkatkan kompetensi keusahawanan para pelajar.

Kata Kunci: kompetensi keusahawanan, kaedah pengajaran, kandungan pengajian, kemudahan infrastruktur dan sumber, kualiti pensyarah

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LIST OF ABBREVIATIONS

ABBREVIATION	FULL LIST
CEDI:	Cooperative and Entrepreneurship Development Institute
CGPA	Cumulative Grade Point Average
CTS:	Contents of Study
ECC:	Entrepreneur Corporate Club
ECD:	Entrepreneurial Competencies
HEI:	Higher Education Institution
IFR:	Infrastructure Facilities and Resources
MOE:	Ministry of Education
QTL:	Quality of Lecturers
TM:	Teaching Methods
UUM:	Universiti Utara Malaysia



CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

Early research in the field of entrepreneurial competencies sought to determine what types of entrepreneurial competencies that distinguished entrepreneurs from non-entrepreneurs, entrepreneurs from managers in large firms, and successful entrepreneurs from unsuccessful entrepreneurs (Ernest, Matthew, & Samuel, 2015). Individual competencies such as independence, need for control, self-reliance, confidence, initiative and resourcefulness have been cited as closely associated with entrepreneurial values and behaviour (Jain, 2011). Innovativeness, achievement motivation, risk-taking propensity, creative personality, internal locus of control, need for autonomy/independence, need for power, proactiveness, economic motivation, equanimity, perseverance, self-efficacy, and others are the significant competencies that have been studied in relation to entrepreneurship in earlier research (Mitchelmore & Rowley, 2010). Skills necessary for successful entrepreneurship may include, for example, oral presentation skills, interpersonal skills, and the ability to prepare and present a business plan (McLarty, Highley, & Alderson, 2010).

Past literature has portrayed the process of new venture creation as an interaction of environment, the individual, the organization and entrepreneurial competencies in which it has been suggested that entrepreneurship is a multidimensional process and

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Appendix 1: Questionnaire



UNIVERSITI UTARA MALAYSIA

QUESTIONNAIRE

Dear participant,

I am NURUL NADIA BINTI MOHD NAZARI, Master of Science (Management) student in Universiti Utara Malaysia conducting a study on ***“The Relationship between Entrepreneurship Education and Entrepreneurial Competencies Among Students in Universiti Utara Malaysia”***.

I would appreciate if you could spare approximately 15 minutes of your time to complete this questionnaire.

This questionnaire consists of three sections. Section A questions about your background, Section B about entrepreneurship education in UUM, and Section C about entrepreneurial competencies.

Your response will be treated with confidentiality and the response will be used for research purposes only. Thank you for your willingness to participate in this study.

Yours sincerely,

(NURUL NADIA BINTI MOHD NAZARI)

Researcher

SECTION A: RESPONDENT'S BACKGROUND

Please provide basic information about yourself by ticking (√) the appropriate response.

1. Your gender is:

☐ Male ☐ Female

2. Your age is between:

☐ 21-22 years ☐ 23-24 years ☐ 25 years and above

3. Your race is:

☐ Malay ☐ Chinese ☐ Indian ☐ Other _____

4. Are there entrepreneurs in your core family? (mother, father, siblings)

☐ Yes ☐ No

5. Do you have any entrepreneurial experience?

☐ Yes ☐ No

6. Do you have an interest in entrepreneurship?

☐ Yes ☐ No

7. Your current Cumulative Grade Point Average (CGPA):

☐ 1.99 and below
☐ 2.00 – 2.49
☐ 2.50 – 2.99
☐ 3.00 – 3.49
☐ 3.50 – 4.00

SECTION B: THE DIMENSIONS OF ENTREPRENEURSHIP EDUCATION

Tick (✓) the most appropriate response:

Part 1: Teaching Methods

No.	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	Many activities had been implemented to achieve entrepreneurship behaviour objectives.					
2.	Student-centred learning strategy has often been conducted.					
3.	Programme activities conducted are suitable with my level of capabilities.					
4.	Activities conducted gave hands-on experience to me.					

Part 2: Contents of Study

No.	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	Information about entrepreneurship concept was parallel with the objective of the programme being executed.					
2.	Exposure to entrepreneurship skills that must be mastered was suitable with the programme's needs.					
3.	The contents of the activities conducted fulfilled the objective of the programme.					

Part 3: Infrastructure Facilities and Resources

No.	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	Entrepreneurship centres and business hub are available for coordinating entrepreneurship programme activities on campus.					
2.	Equipment (such as printing media, computers, and bulletin board for promotions) in UUM was in good condition and sufficient.					
3.	Availability in terms of support (such as support staff services, general workers).					

Part 4: Quality of Lecturers

No.	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	The lecturers have sufficient knowledge about the subject.					
2.	The lecturers have skills in teaching the subject.					
3.	The lecturers have an effective two-way communication with students.					
4.	The lecturers are always punctual and follow the class schedule accordingly.					
5.	The lecturers can be easily reached by the students and are always available when the students need any help or guidance related to the subject.					

SECTION C: ENTREPRENEURIAL COMPETENCIES

Tick (√) the most appropriate response:

No.	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	I understand the concepts of entrepreneurship.					
2.	I am self-prepared to become an entrepreneur.					
3.	I have the ability to identify the customer's taste.					
4.	I have the ability to think about how to manage businesses.					
5.	I have the ability to think critically in problem-solving.					
6.	I have the interest to become an entrepreneur.					
7.	I have strong inner control.					
8.	I have strong will to start my own business.					
9.	I have a high level of self-confidence.					
10.	I have the willingness to become an entrepreneur.					
11.	I am aware of the principles of customer service.					
12.	I am able to operate effectively in an ambiguous and rapidly changing environment.					
13.	I have the capability in financial management.					
14.	I know how to write a business plan.					
15.	I am capable of conducting a market research.					
16.	I am able to provide correct information to others.					
17.	I can make a quick decision.					
18.	I am always ready to take risks.					

19.	I can manage resources efficiently.					
20.	I understand the role of operational management in a business.					
21.	I can develop long-term relationship of mutual trust with others.					

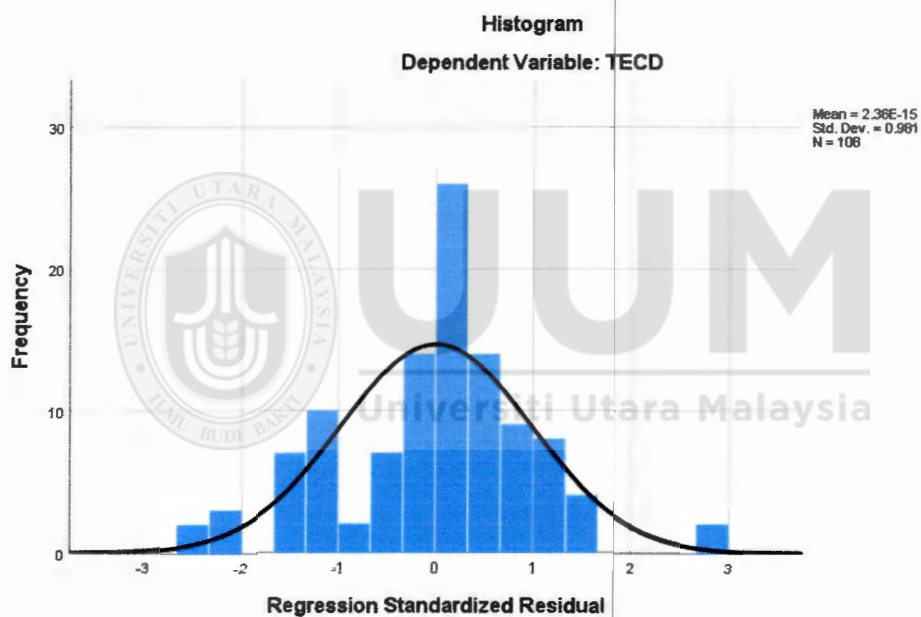
THANK YOU FOR YOUR PARTICIPATION



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Appendix 2: Normality Test

		Statistics				
		TTM	TCTS	TIFR	TQTL	TECD
N	Valid	108	108	108	108	108
	Missing	0	0	0	0	0
Skewness		-.185	-.502	-.111	.000	.009
Std. Error of Skewness		.233	.233	.233	.233	.233
Kurtosis		-.196	.770	-.372	-.950	-.229
Std. Error of Kurtosis		.461	.461	.461	.461	.461



Appendix 3: Multicollinearity Test

Coefficients^a

Collinearity Statistics

Model		Tolerance	VIF
1	TTM	.318	3.144
	TCTS	.523	1.912
	TIFR	.542	1.844
	TQTL	.580	1.725

a. Dependent Variable: TECD

Appendix 4: Respondent's Profile

Your gender is

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	33	30.6	30.6	30.6
Female	75	69.4	69.4	100.0
Total	108	100.0	100.0	

Your age is between

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-22 years	25	23.1	23.1	23.1
23-24 years	61	56.5	56.5	79.6
25 years and above	22	20.4	20.4	100.0
Total	108	100.0	100.0	

Your race is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	90	83.3	83.3	83.3
	Chinese	14	13.0	13.0	96.3
	Other	4	3.7	3.7	100.0
	Total	108	100.0	100.0	

Are there entrepreneurs in your core family? (mother, father, siblings)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	70.4	70.4	70.4
	No	32	29.6	29.6	100.0
	Total	108	100.0	100.0	

Do you have any entrepreneurial experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	71.3	71.3	71.3
	No	31	28.7	28.7	100.0
	Total	108	100.0	100.0	

Do you have an interest in entrepreneurship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	93	86.1	86.1	86.1
	No	15	13.9	13.9	100.0
	Total	108	100.0	100.0	

Your current Cumulative Grade Point Average (CGPA)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.50 - 2.99	23	21.3	21.3	21.3
	3.00 - 3.49	32	29.6	29.6	50.9
	3.50 - 4.00	53	49.1	49.1	100.0
	Total	108	100.0	100.0	

Appendix 5: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TTM	108	2.75	5.00	4.0602	.58393
TCTS	108	2.00	5.00	3.9784	.61863
TIFR	108	2.00	5.00	3.8395	.71982
TQTL	108	3.00	5.00	4.1778	.56326
TECD	108	2.43	5.00	3.8814	.56881
Valid N (listwise)	108				

Appendix 6: Reliability Test

Teaching Methods

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.855	4

Contents of Study

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.840	.844	3

Infrastructure Facilities and Resources

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.858	3

Quality of Lecturers

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.903	.906	5



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Entrepreneurial Competencies

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.961	.962	21



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Appendix 7: Pearson Correlation Analysis

		Correlations		TCTS	TIFR	TQTL
		TECD	TTM			
TECD	Pearson Correlation	1	.607**	.421**	.572**	.519**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	108	108	108	108	108
TTM	Pearson Correlation	.607**	1	.685**	.653**	.615**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	108	108	108	108	108
TCTS	Pearson Correlation	.421**	.685**	1	.447**	.353**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	108	108	108	108	108
TIFR	Pearson Correlation	.572**	.653**	.447**	1	.540**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	108	108	108	108	108
TQTL	Pearson Correlation	.519**	.615**	.353**	.540**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	108	108	108	108	108

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 8: Regression Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.440	.419	.43372

a. Predictors: (Constant), TQTL, TCTS, TIFR, TTM

b. Dependent Variable: TECD

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	1.011	.358		2.822	.006		
TTM	.293	.127	.301	2.305	.023	.318	3.144
TCTS	.031	.094	.034	.332	.740	.523	1.912
TIFR	.208	.079	.263	2.624	.010	.542	1.844
TQTL	.181	.098	.180	1.856	.066	.580	1.725

a. Dependent Variable: TECD



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